

# Warren Wood School

## Accessibility Plan



**Vision:** Together we Learn. Together we Thrive.

**Values:** Aspiration, Respect, Connection

**Curriculum Drivers:** Communication, Independence, Emotional Regulation, Preparation for Adulthood

### 1. Aims and Ethos

- The school was designed to meet the requirements of the Equality Act 2010 and the diverse needs of our pupils, staff, and community.
- Warren Wood is committed to providing a fully accessible and inclusive environment that celebrates diversity and ensures equity for all. In line with our vision, we nurture a culture where aspiration fuels growth, respect shapes relationships, and connection drives community engagement.
- The school actively plans to maintain and improve accessibility in alignment with our curriculum drivers, ensuring all learners communicate effectively, regulate emotions, develop independence, and prepare for adulthood.

### Accessibility Plan Actions

Timescale	Targets	Strategies	Success Criteria	Where Are We Now
Short Term	Refine Assessments to align with vision and curriculum drivers.	<ul style="list-style-type: none"><li>• Use SOLAR, National Curriculum, and appropriate frameworks linked to Pathways being mindful of spiky profiles</li><li>• Integrate new drivers into assessment structures</li><li>• Embed British Values and Cultural Capital</li></ul>	<p>Assessments reflect the whole child and curriculum intent.</p> <p>Progress is visible in driver areas.</p>	Assessment tools are being modified to capture broader, driver-based outcomes.
Medium Term	Further develop individualised learning aligned with our values and drivers.	<ul style="list-style-type: none"><li>• Ongoing CPD focusing on Communication, Independence, Emotional Regulation</li><li>• Curriculum co-designed with pupils where possible</li></ul>	New staff are confident in personalising learning and embracing values of aspiration, respect, and connection.	Early signs of progress. Evaluation of practice underway.

# Warren Wood School

## Accessibility Plan



		<ul style="list-style-type: none"> <li>• Staff induction includes the vision and values of the academy</li> </ul>		
Medium Term	Improve impact and clarity of Learning Support Assistants' role.	<ul style="list-style-type: none"> <li>• Redefine roles with emphasis on communication and regulation</li> <li>• Link performance to curriculum drivers</li> <li>• Engage with Level 3-5 learning for LSA's</li> </ul>	LSAs will understand and contribute clearly to outcomes in all four curriculum drivers.	Majority of LSAs have engaged in upskilling.
Medium Term	Ensure staff can support complex needs.	<ul style="list-style-type: none"> <li>• CPD: emotional regulation, sensory integration</li> <li>• Peer mentoring</li> <li>• Personal Learning Journey linked to inclusive practice</li> </ul>	All staff show competence in differentiation and regulation strategies through PBS.	Specialised CPD in place. Peer support increasing. PBS training for all and refreshers in place.
Long Term	Improve accessible written and digital communication.	<ul style="list-style-type: none"> <li>• Revise brochures and website</li> <li>• Provide alternative formats</li> <li>• Foster inclusive community engagement</li> </ul>	School materials enable connection with families.	Website and brochure being updated. Use of Class Dojo has improved communication with families.
Long Term	Ensure inclusive sensory environment with regular audits.	<ul style="list-style-type: none"> <li>• ASD/MSI audits using AET guidelines</li> <li>• Ongoing staff training</li> <li>• Physical environment improvements</li> </ul>	Trust schools inclusive and regulation-friendly.	Audits completed. Improvements underway.
Long Term	Update inclusive evacuation plans.	<ul style="list-style-type: none"> <li>• Visual/auditory cues</li> <li>• Inclusive procedures</li> <li>• Regular training and reviews</li> </ul>	Evacuation plans reflect true readiness.	Inclusive procedures and reviews in place. PEEPs in place.
Long Term	Develop internal ICT systems.	<ul style="list-style-type: none"> <li>• Evaluate and upgrade infrastructure</li> <li>• Use AAC and digital tools</li> <li>• Explore family-friendly platforms</li> </ul>	ICT supports communication and independence.	Evaluation complete; improvements ongoing.